



Awarding  
Great British  
Qualifications

# LEVEL 4 DIPLOMA IN BUSINESS

(L4DB)

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NCC Education  
Qualification Unit Specification  
**2021/22**



**Level 4 Diploma in Business**  
**Qualification Unit Specification**

## Modification History

Version	Revision Description
V2.3	Updated NOS January 2020
V2.4	Updated Ofqual link in Section 1.1 and removal of Northern Ireland regulation (April 2020)
V3.0	eSports Specialisms Added
V3.1	“Global Examination” occurrences changed to “Time-constrained Assessment” – February 2021
V4.0	IT Specialisms Added
V4.1	GLH updated tin relation to time-controlled assessments
V4.2	Update of assessment methodology for ITF & removed eSports Specialism
V4.3	Removed IT Specialism

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# 1. About NCC Education

NCC Education is a UK awarding body, active in the UK and internationally. Originally part of the UK National Computing Centre, NCC Education started offering IT qualifications in 1976 and from 1997 developed its Higher Education portfolio to include Business qualifications, IT qualifications for school children and a range of Foundation qualifications.

With Centres in over 40 countries, four international offices and academic managers worldwide, NCC Education strives to employ the latest technologies for learning, assessment and support. NCC Education is regulated and quality assured by Ofqual (the Office of Qualifications and Examinations Regulation, see [www.ofqual.gov.uk](http://www.ofqual.gov.uk)) in England.

## 1.1 Why choose this qualification?

NCC Education's Level 4 Diploma in Business is:

- **Regulated** by Ofqual and listed on the Qualifications and Credit Framework – Qualification Number 600/1325/4. The Regulated Qualifications Framework (RQF) is a credit-based qualifications framework, allowing candidates to take a unit-based approach to building qualifications.

For more information see:

<https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>

- **Quality assured** and well established in the UK and worldwide
- **Recognised and valued** by employers and universities worldwide
- **A pathway qualification** for candidates who wish to complete the NCC Education business degree journey. This qualification is equivalent to the first year of a Business degree qualification in the UK University system.

## Objective

Candidates will be introduced to the many different aspects of international business in today's world. Candidates will be exposed to both the academic and vocational aspects of a wide range of subjects, enabling them to gain the necessary knowledge and skills vital for a career in business or further studies.

## 2. Structure of the L4DB Qualification

Qualification Title, Credits, Units and Level
<b>NCC Education Level 4 Diploma in Business (RQF), 120 credits, all at RQF Level 4.</b>
<b>Guided Learning Hours: 360 hours.</b>
<b>Please see Section 5 below for Syllabuses, which include the Guided Learning Hours and Total Qualification Time for each Unit of the Level 4 Diploma in Business.</b>
<b>This qualification is regulated by Ofqual and listed on the Qualifications and Credit Framework – Qualification Number 600/1325/4. For further information see <a href="http://register.ofqual.gov.uk/Qualification/Details/600_1325_4">http://register.ofqual.gov.uk/Qualification/Details/600_1325_4</a></b>

- **NCC Education Level 4 Diploma in Business**

**Candidates must pass 8 Units to be awarded the Level 4 Diploma in Business certificate.**

Category	Title	Unit Credit	Level
Core	Business Mathematics	15	4
Core	Communications for Business	15	4
Core	eBusiness	15	4
Core	Essentials of Management	15	4
Core	Fundamentals of Economics	15	4
Core	Introduction to Finance	15	4
Core	Principles of Marketing	15	4
Core	Understanding Business Organisations	15	4

### 3. Assessment for the qualification

#### 3.1 Assessment objectives

All assessment for the qualification is intended to allow candidates to demonstrate they have met the relevant Learning Outcomes. Moreover, NCC Education's assessment is appropriate to the assessment criteria as stated in this specification and is regularly reviewed to ensure it remains consistent with the specification.

#### 3.2 Overview of Qualification Unit Assessment

Unit	Assessment Methods	
	Time-constrained Assessment	Global Assignment
Business Mathematics	100%	-
Communications for Business	-	100%
eBusiness	-	100%
Essentials of Management	-	100%
Fundamentals of Economics	-	100%
Introduction to Finance		100%
Principles of Marketing	-	100%
Understanding Business Organisations	-	100%

An examination is a time-constrained assessment that will take place on a specified date and usually in an NCC Centre. An assignment requires candidates to produce a written response to a set of one or more tasks, meeting a deadline imposed by the Centre.

The overall Unit mark is computed from the weighted mean of its components. The pass mark for a Unit is 40%.

NCC Education Centres can provide candidates with a specimen assessment paper as well as a limited number of past examination and assignment papers.

Past examination and assignment papers may be made available only following results release for the corresponding assessment cycle. Results release dates and past examination and assignment release dates can be found in the Activity Schedules area of *Candidate Registration Portal*, NCC Education's student registration system.

#### 3.3 Accessibility of Assessment

We review our guidelines on assessment practices to ensure compliance with Equalities Law and to confirm assessment for our Units is fit for purpose.

##### 3.3.1 Reasonable adjustments and special consideration

NCC Education is committed to providing reasonable adjustments and special consideration so as to ensure disabled candidates, or those facing exceptional circumstances, are not disadvantaged in demonstrating their knowledge, skills and understanding.

Further information on NCC Education's arrangements for giving reasonable adjustments and special consideration can be found in the NCC Education *Reasonable Adjustments and Special Considerations Policy*.

### **3.3.2 Supervision and Authentication of Assessment**

NCC Education Centres are required to organise all assessment activity for this specification according to NCC Education's Policies and Advice.

Candidates' identity and the authenticity of their work is verified and NCC Education moderates all assessment to ensure that the marking carried out is fair, and that the grading reflects the standard achieved by candidates as relevant to the specification Learning Outcomes and Assessment Criteria. Detailed guidance on this process and how candidate work must be submitted to NCC Education is given in NCC Education's *Examination Guidelines* and *Moderation Manual*. The Moderation Manual also includes full reminder checklists for Centre administrators.



## 4 Administration

### 4.1 Assessment Cycles

Four assessment cycles are offered throughout the year, in Spring, Summer, Autumn and Winter.

Examination dates and assignment submission deadlines are published in the NCC Education *Activity Schedule*, which is provided to Centres by Customer Support. It is also available on *Candidate Registration Portal*, NCC Education's student registration system.

The *Activity Schedule* also gives the key dates for registering candidates for assessment cycles, the dates when Centres can expect the assessment documentation and, ultimately, the assessment results from NCC Education.

### 4.2 Language of Assessment

All assessment is conducted in English.

### 4.3 Candidates

NCC Education's qualifications are available to those Centre candidates who satisfy the entry requirements as stated in this specification.

### 4.4 Qualification and Unit Entry Requirements

Entry Requirements
<ul style="list-style-type: none"><li>• Holders of the NCC Education Level 3 Diploma in Business (L3DB) (RQF), NCC Education Level 3 Diploma in Computing (L3DC) (RQF) or Level 3 International Foundation Diploma for Higher Education Studies (L3IFDHES) (RQF) qualification.</li><li>• Holders of any local or international qualification deemed to be a similar level to L3IFDHES or L3DB. These shall be agreed in advance with NCC Education.</li><li>• Holders of one 'A' level or equivalent, or an appropriate School Leaver's certificate.</li><li>• Mature students, able to demonstrate over two years' relevant work experience and an 'O' Level/ IGCSE English and Maths or equivalent.</li></ul> <p>For candidates whose first language is not English:</p> <ul style="list-style-type: none"><li>• IELTS 5.5 or equivalent.</li><li>• GCE 'O' Level English C6.</li></ul>

### 4.5 Candidate Entry

Candidates are registered for assessment via NCC Education's *Candidate Registration Portal* system and according to the deadlines for registration provided in the *Activity Schedule*

Candidates are registered for the assessment of each Unit they wish to take in a particular assessment cycle (e.g. Units A and B in Summer, Units C and D in Autumn, Units E and F in Winter and Units G and H in Spring). This includes candidates who need to resit a particular Unit.

Further details can be found in NCC Education's *Operations Manual*.

## **4.6 Eligibility Period**

The maximum period of time that NCC Education allows for the completion of your programme is three years. Please contact your Accredited Partner Centre if you have any queries relating to this.

## **4.7 Resits**

If a candidate fails an assessment, they will be provided with opportunities to resit during the eligibility period.

Candidates may only seek reassessment in a previously failed Unit.

## 5. Syllabus

### 5.1. Business Mathematics

<b>Title:</b>	Business Mathematics
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<b>RQF code:</b>	A/502/8320	<b>Credits</b>	15	<b>Level</b>	4
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<b>Guided Learning Hours</b>	36 hours	<b>Total Qualification Time</b>	150 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Use a range of mathematical and statistical techniques and concepts	1.1 Solve simple equations using the BODMAS rule 1.2 Express numbers to a given number of significant figures 1.3 Convert numbers into standard form 1.4 Solve equations involving fractions 1.5 Calculate percentages, ratios and proportions 1.6 Solve equations containing brackets 1.7 Solve equations containing numbers with powers 1.8 Calculate simple and compound interest 1.9 Solve linear equations 1.10 Draw and calculate the equation of straight lines 1.11 Solve simultaneous equations 1.12 Solve quadratic equations 1.13 Draw and recognise non-linear graphs 1.14 Change the subject of an equation or formula
2 Describe and summarise data	2.1 Distinguish between different types of data 2.2 Present data using a variety of charts and graphs 2.3 Calculate and interpret the mean, mode, median, standard deviation and quartiles of a data set
3 Apply the laws of probability to a range of scenarios	3.1 Calculate probability using a number of methods 3.2 Distinguish between mutually exclusive and independent events
4 Use data for the purposes of forecasting	4.1 Understand and interpret time series graphs 4.2 Calculate moving averages

Syllabus Content	
Topic	Course coverage
Basic Number	<ul style="list-style-type: none"> <li>Directed number</li> <li>Order of operation (BODMAS)</li> <li>Rounding to a given number of significant figures</li> <li>Fractions</li> </ul> <b>Learning Outcome: 1</b>
Indices and Standard Form	<ul style="list-style-type: none"> <li>Powers and indices</li> <li>Standard form</li> </ul> <b>Learning Outcome: 1</b>
Manipulating algebraic expressions and solving equations	<ul style="list-style-type: none"> <li>Simplifying algebraic expressions</li> <li>Solving linear equations</li> <li>Changing the subject of an equation or formula</li> </ul> <b>Learning Outcome: 1</b>
Linear graphs and simultaneous equations	<ul style="list-style-type: none"> <li>Graphs of the form <math>y = mx + c</math></li> <li>Finding the equation of a line</li> <li>Solving simultaneous equations graphically</li> <li>Solving simultaneous equations algebraically.</li> </ul> <b>Learning Outcome: 1</b>
Ratio and Proportion	<ul style="list-style-type: none"> <li>Using ratio</li> <li>Proportion and best value</li> <li>Conversion of foreign currencies</li> <li>Direct and inverse proportion</li> </ul> <b>Learning Outcome: 1</b>
Probability	<ul style="list-style-type: none"> <li>Mutually exclusive and independent events</li> <li>Calculating probabilities</li> <li>Conditional probability</li> </ul> <b>Learning Outcome: 3</b>
Representing data	<ul style="list-style-type: none"> <li>Types of data</li> <li>Representing data <ul style="list-style-type: none"> <li>- Frequency diagrams</li> <li>- Pie charts</li> <li>- Histograms</li> </ul> </li> <li>Calculating mean, median and mode</li> </ul> <b>Learning Outcome: 2</b>

Measures of dispersion	<ul style="list-style-type: none"> <li>• . Range</li> <li>• Standard deviation</li> <li>• Cumulative frequency and the Interquartile range.</li> </ul> <p><b>Learning Outcome: 2</b></p>
Percentages	<ul style="list-style-type: none"> <li>• Increasing and decreasing by percentages</li> <li>• Percentage change</li> <li>• Simple and compound interest</li> <li>• Reverse percentages</li> </ul> <p><b>Learning Outcome: 1</b></p>
Non-linear graphs	<ul style="list-style-type: none"> <li>• Drawing and recognising non-linear graphs</li> <li>• Solving quadratic equations graphically</li> <li>• Transformations of graphs</li> </ul> <p><b>Learning Outcome: 1</b></p>
Quadratic equations	<ul style="list-style-type: none"> <li>• Solving quadratic equations by: <ul style="list-style-type: none"> <li>- Factorising</li> <li>- Completing the square</li> <li>- Using the quadratic formula</li> </ul> </li> </ul> <p><b>Learning Outcome: 1</b></p>
Time series	<ul style="list-style-type: none"> <li>• Time series graphs</li> <li>• Moving averages</li> <li>• Forecasting</li> </ul> <p><b>Learning Outcome: 4</b></p>

#### Related National Occupational Standards (NOS)

**Sector Subject Area:** Business and Administration (2013)

**Related NOS:** CFABAD321 Collate and organise data

CFABAD322 Analyse and report data

#### Assessments

Time-constrained Assessment (100%)

**See also Section 3 above**

## 5.2. Communications for Business

<b>Title:</b>	Communications for Business
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<b>RQF code:</b>	Y/502/9572	<b>Credits</b>	15	<b>Level</b>	4
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<b>Guided Learning Hours</b>	48 hours	<b>Total Qualification Time</b>	150 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Prepare business messages and reports	1.1 Use the three-step writing process to create written messages 1.2 Create well-organised, written messages in a variety of media 1.3 Review message content for clarity, readability and appropriateness 1.4 Create email messages that obey established conventions
2. Present quantitative data to convey information	2.1 Use charts, graphs and figures to convey quantitative data
3. Deliver effective presentations	3.1 Prepare and use visual aids to support a presentation 3.2 Design the presentation to account for the intended audience for the presentation 3.3 Discuss the components of an effective presentation
4. Contribute to business meetings	4.1 Explain the role and purpose of different meetings 4.2 Document a meeting effectively 4.3 Identify the advantage and problems of technology-enabled meetings
5. Understand theories of working in teams	4.1 Identify different types of team 4.2 Discuss the possible profiles of team members 4.3 Describe the stages of the group/team lifecycle
6. Use non-verbal skills and listen effectively	5.1 Discuss the principles of body language 5.2 Discuss the principles of Neuro-Linguistic Programming (NLP) 5.3 Explain different types of listening 5.4 Describe the differences between effective and ineffective listening

Syllabus Content	
Topic	Course coverage
Effective communication in business	<ul style="list-style-type: none"> <li>The importance of different types of communication in business</li> </ul> <b>Learning Outcome: 1</b>
Writing business messages I	<ul style="list-style-type: none"> <li>Understanding the purpose and selecting an appropriate message type</li> </ul> <b>Learning Outcome: 1</b>
Writing business messages II	<ul style="list-style-type: none"> <li>Creating, editing and communicating the written business message</li> </ul> <b>Learning Outcome: 1</b>
Reports and proposals I	<ul style="list-style-type: none"> <li>Understanding and planning different types of reports</li> </ul> <b>Learning Outcomes: 1</b>
Reports and proposals II	<ul style="list-style-type: none"> <li>Preparing and writing different types of reports</li> </ul> <b>Learning Outcomes: 1</b>
Visual communication	<ul style="list-style-type: none"> <li>Communicating continuous and discrete data through appropriate charts, graphs and figures</li> </ul> <b>Learning Outcome: 2</b>
Working in teams	<ul style="list-style-type: none"> <li>Advantages and disadvantages of teamwork and effective group communication</li> </ul> <b>Learning Outcome: 5</b>
Business meetings	<ul style="list-style-type: none"> <li>Planning, organising and running business meetings</li> </ul> <b>Learning Outcome: 4</b>
Oral presentations	<ul style="list-style-type: none"> <li>Planning, creating and delivering effective presentations</li> </ul> <b>Learning Outcome: 3</b>
Effective listening	<ul style="list-style-type: none"> <li>Becoming an effective listener and learning how to listen</li> </ul> <b>Learning Outcome: 6</b>
Non-verbal communication	<ul style="list-style-type: none"> <li>Reading and using non-verbal communication as an effective business tool</li> </ul> <b>Learning Outcome: 6</b>
CV writing and interview techniques	<ul style="list-style-type: none"> <li>Preparing and writing a CV and succeeding at interviews</li> </ul> <b>Learning Outcome: 1</b>

Related National Occupational Standards (NOS)
<p><b>Sector Subject Area:</b> Business and Administration (2013)</p> <p><b>Related NOS:</b> CFABAA211, CFABAA212 Produce documents in a business environment</p> <p>CFABAA213 Prepare text from notes</p> <p>ESKIPS2 Presentation software</p> <p>CFABAA412 Plan and organise meetings</p> <p>CFABAA413 Chair meetings</p> <p>CFABAA441 Take minutes</p> <p>CFABAA613 Understand how to communicate in a business environment</p> <p>CFABAA614 Prepare to communicate in a business environment</p> <p>CFABAA615 Communicate in a business environment</p> <p>CFABAA617 Develop a presentation</p> <p>CFABAA622 Use electronic message systems</p> <p>CFABAA623 Deliver a presentation</p>
Assessments
Global Assignment (100%)
<b>See also Section 3 above</b>



### 5.3. eBusiness

<b>Title:</b>	eBusiness
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<b>RQF code:</b>	F/502/8321	<b>Credits</b>	15	<b>Level</b>	4
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<b>Guided Learning Hours</b>	36 hours	<b>Total Qualification Time</b>	150 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Analyse eCommerce business models	1.1 Identify eCommerce business models 1.2 Discuss the advantages and disadvantages of eCommerce 1.3 Compare and contrast different eCommerce revenue models
2. Analyse eCommerce business-to-consumer strategies	2.1 Explain various eMarketing strategies 2.2 Discuss Customer Relationship Management (CRM) 2.3 Identify the various forms of online advertising
3. Analyse eCommerce business-to-business strategies	3.1 Explain the business purchase process using eCommerce technologies 3.2 Assess the use of Electronic Data Interchange (EDI) in eCommerce businesses 3.3 Discuss the importance of supply chain management in eCommerce businesses
4. Evaluate various forms of online marketplace	4.1 Identify different types and relative effectiveness of online marketplaces 4.2 Compare and contrast different types of online auction 4.3 Discuss the advantages and disadvantages of forms of online payment
5. Examine the security threats posed to eCommerce users	5.1 Describe the security threats posed by the use of eCommerce technology for end-users and enterprises 5.2 Discuss the technology available to combat eCommerce security threats
6. Understand how to plan eCommerce strategies	6.1 Identify the objectives for an eCommerce strategy 6.2 Explain the key factors in successfully managing an eCommerce project

Syllabus Content	
Topic	Course coverage
Introduction to eCommerce	<ul style="list-style-type: none"> <li>• Scope of eCommerce</li> <li>• Business models, drivers and identification of opportunities</li> </ul> <b>Learning Outcome: 1</b>
eCommerce Revenue Models	<ul style="list-style-type: none"> <li>• A range of eCommerce revenue models, both established and emerging – Research and provide examples of different types</li> </ul> <b>Learning Outcome: 4</b>
eMarketing Strategies	<ul style="list-style-type: none"> <li>• Develop effective web-based marketing strategies and exploit CRM</li> <li>• Research a local eMarketing campaign and identify strengths and weaknesses</li> </ul> <b>Learning Outcome: 2</b>
Advertising and Brand Management	<ul style="list-style-type: none"> <li>• Main options for web-based advertising and importance of effective brand management</li> <li>• Research successful use of search engine positioning and provide examples</li> </ul> <b>Learning Outcome: 2</b>
eCommerce Business to Business Strategies	<ul style="list-style-type: none"> <li>• Use of eCommerce to enhance purchasing and logistics activities, and the role of EDI</li> <li>• Research developments in EDI on the Internet</li> </ul> <b>Learning Outcome: 3</b>
Supply Chain Management	<ul style="list-style-type: none"> <li>• Main elements of supply chain management and the potential efficiencies</li> <li>• Identify key supply chain issues for a large local retailer</li> </ul> <b>Learning Outcome: 3</b>
Online Auctions	<ul style="list-style-type: none"> <li>• Different types of online auctions and applicability in the B2B environment</li> <li>• Identify a local B2B auction and evaluate strengths and weaknesses</li> </ul> <b>Learning Outcome: 4</b>
Online Marketplaces, Communities and Portals	<ul style="list-style-type: none"> <li>• Overview of different approaches to developing online communities and associated revenue models</li> <li>• Research a local web portal and establish the services offered</li> </ul> <b>Learning Outcome: 4</b>
Security Threats and Countermeasures for End Users	<ul style="list-style-type: none"> <li>• Overview of main security threats to PC users and the approaches to countering these</li> <li>• Research the major security threats posed to by worms and Trojan horses</li> </ul> <b>Learning Outcome: 5</b>

Security Threats and Countermeasures for Enterprises	<ul style="list-style-type: none"> <li>• Overview of the main security threats posed to eCommerce servers and the approaches to countering these</li> <li>• Identify three possible threats to an eCommerce server</li> </ul> <p><b>Learning Outcome: 5</b></p>
Payment Systems for eCommerce	<ul style="list-style-type: none"> <li>• Main options for providing payment systems for eCommerce systems</li> <li>• Research payment systems used on three eCommerce systems</li> </ul> <p><b>Learning Outcome: 4</b></p>
Planning for eCommerce	<ul style="list-style-type: none"> <li>• Planning eCommerce implementation</li> <li>• Managing the implementation</li> <li>• Measuring its effectiveness</li> </ul> <p><b>Learning Outcome: 6</b></p>

Related National Occupational Standards (NOS)
<p><b>Sector Subject Area:</b> Management and Leadership National Occupational Standards 2008</p> <p><b>Related NOS:</b> CFAMLE4 - Promote the use of technology within your organisation; CFABAA111 Respond to change in a business environment; ESKIITS1, ESKIITS2, ESKIITS3 IT security for users. CFABAA623 Deliver a presentation</p>

Assessments
Global Assignment (100%)
<b>See also Section 3 above</b>

## 5.4. Essentials of Management

<b>Title:</b>	Essentials of Management
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<b>RQF code:</b>	L/502/8323	<b>Credits</b>	15	<b>Level</b>	4
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<b>Guided Learning Hours</b>	36 hours	<b>Total Qualification Time</b>	150 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Analyse the function of management	1.1 Discuss the roles and functions of managers within an organisation 1.2 Evaluate the key skills needed to be a successful manager
2. Examine the management decision-making process	2.1 Discuss the importance of the management decision-making process 2.2 Compare and contrast different decision-making styles
3. Assess the use of management and organisational strategies	3.1 Discuss the importance of strategic management within an organisation 3.2 Discuss the different types of corporate and business-level strategies that can be employed
4. Analyse how management can influence individual and group performance	4.1 Discuss how organisational behaviour can explain, predict and influence individual behaviour 4.2 Evaluate the ways in which job satisfaction can impact upon employee behaviour 4.3 Evaluate the major determinants of group performance and satisfaction 4.4 Evaluate the strengths and weaknesses of contemporary theories of motivation 4.5 Discuss and explain the key factors in designing motivating jobs
5. Examine theories of leadership and control	5.1 Discuss the challenges posed to leadership by contemporary business models 5.2 Assess the importance of control in effective organisational performance

Syllabus Content	
Topic	Course coverage
Introduction to Management	<ul style="list-style-type: none"> <li>Management functions and characteristics of an organisation</li> </ul> <b>Learning Outcome: 1</b>
Management Theories	<ul style="list-style-type: none"> <li>Key research and theories in management</li> </ul> <b>Learning Outcome: 1</b>
Decision Making	<ul style="list-style-type: none"> <li>The manager as a decision maker</li> </ul> <b>Learning Outcome: 2</b>
Planning	<ul style="list-style-type: none"> <li>How and why do managers plan?</li> </ul> <b>Learning Outcome: 3</b>
Strategic Management	<ul style="list-style-type: none"> <li>Key steps in the strategic management process</li> </ul> <b>Learning Outcome: 3</b>
Organisational Strategies	<ul style="list-style-type: none"> <li>Research into types of growth and business level strategies</li> </ul> <b>Learning Outcome: 3</b>
Planning Tools and Techniques	<ul style="list-style-type: none"> <li>The key planning tools and techniques for allocating resources and undertaking effective project management</li> </ul> <b>Learning Outcome: 5</b>
Foundations of Behaviour	<ul style="list-style-type: none"> <li>Research into the individual behaviour of employees and how it can impact upon their work-related performance</li> </ul> <b>Learning Outcome: 4</b>
Groups and Teams	<ul style="list-style-type: none"> <li>Group performance and effective teams</li> </ul> <b>Learning Outcome: 4</b>
Theories of Motivation	<ul style="list-style-type: none"> <li>Early and contemporary theories of motivation</li> </ul> <b>Learning Outcome: 4</b>
Leadership Theories	<ul style="list-style-type: none"> <li>Research into effective leadership</li> </ul> <b>Learning Outcome: 5</b>
The Control Process	<ul style="list-style-type: none"> <li>Designing control systems and using tools to control organisational performance</li> </ul> <b>Learning Outcome: 5</b>

Related National Occupational Standards (NOS)
<b>Sector Subject Area:</b> Business and Administration NOS (2010) <b>Related NOS:</b> CFABAG121 Contribute to decision-making in a business environment; CFABAG1212 Supervise a team in a business environment.

Assessments
Global Assignment (100%)
<b>See also Section 3 above</b>

## 5.5. Fundamentals of Economics

<b>Title:</b>	Fundamentals of Economics
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<b>RQF code:</b>	J/502/8322	<b>Credits</b>	15	<b>Level</b>	4
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<b>Guided Learning Hours</b>	48 hours	<b>Total Qualification Time</b>	150 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Apply the basic tools of microeconomics and the theories of demand and supply	1.1 Discuss the 'economic problem' and the methods used to resolve it 1.2 Use models to explain economic theories 1.3 Identify the factors that influence demand and supply and their elasticities 1.4 Explain the concepts of total, average and marginal costs and their interrelationships 1.5 Evaluate how output decisions are made
2. Analyse the various forms of market structure	2.1 Compare and contrast various market structures in the short and long-run
3. Analyse the key components of macroeconomics	3.1 Examine the circular flow of income and its impact on the economy 3.2 Examine the various measures of macroeconomic activity 3.3 Identify and explain the components of aggregate demand 3.4 Discuss the effect of fiscal policy on the economy 3.5 Discuss the effect of foreign trade on the economy
4. Examine the monetary policy and its effect on the economy	4.1 Compare and contrast fiscal and monetary policies 4.2 Analyse the relationship between inflation and aggregate demand 4.3 Analyse the theory of aggregate supply 4.4 Examine the link between inflation and interest rates using appropriate theories

Syllabus Content	
Topic	Course coverage
Introduction to economics and the basic tools of economic analysis	<ul style="list-style-type: none"> <li>• Nature of economics as a subject</li> <li>• Micro and macroeconomics explained</li> <li>• Tools of economic analysis</li> </ul> <p><b>Learning Outcome: 1</b></p>
Theory of demand and supply	<ul style="list-style-type: none"> <li>• Basic microeconomic supply and demand analysis</li> <li>• Elasticity of demand and supply</li> <li>• Practical analysis</li> </ul> <p><b>Learning Outcome: 1</b></p>
Introducing supply decisions	<ul style="list-style-type: none"> <li>• Different legal forms of business organisation</li> <li>• Introduction to firms' accounts</li> <li>• Economists' and accountants' approaches to cost and profitability</li> <li>• Basic profit maximisation</li> </ul> <p><b>Learning Outcome: 1</b></p>
Costs and supply	<ul style="list-style-type: none"> <li>• Short-run and long-run cost behaviour</li> <li>• Short-run output</li> </ul> <p><b>Learning Outcome: 1</b></p>
Perfect competition and pure monopoly	<ul style="list-style-type: none"> <li>• Cost and revenue curves under perfect competition and monopoly</li> <li>• Firm and industry supply curves under perfect competition</li> <li>• Perfectly competitive comparative statics analysis</li> <li>• Profit maximisation by a monopoly</li> <li>• Comparing monopoly and perfect competition</li> </ul> <p><b>Learning Outcome: 2</b></p>
Market structure and imperfect competition	<ul style="list-style-type: none"> <li>• Monopolistic competition</li> <li>• Oligopoly</li> <li>• Oligopoly and game theory</li> <li>• Other models of interdependent decision making</li> <li>• Contestable markets</li> </ul> <p><b>Learning Outcome: 2</b></p>
Introduction to macroeconomics	<ul style="list-style-type: none"> <li>• Macroeconomic aggregates</li> <li>• Measuring economic activity</li> <li>• The circular flow of income</li> </ul> <p><b>Learning Outcome: 3</b></p>

Output and aggregate demand	<ul style="list-style-type: none"> <li>• Components of aggregate demand</li> <li>• Macroeconomic equilibrium output</li> <li>• The multiplier effect</li> <li>• The paradox of thrift</li> </ul> <p><b>Learning Outcome: 3</b></p>
Fiscal policy and foreign trade	<ul style="list-style-type: none"> <li>• The impact of fiscal policy and international trade on the multiplier</li> <li>• Concepts in fiscal policy</li> <li>• Government budget deficits and debt</li> </ul> <p><b>Learning Outcome: 3</b></p>
Money and banking	<ul style="list-style-type: none"> <li>• Money and its functions</li> <li>• Banks and money creation</li> <li>• The demand for money</li> <li>• The central bank and the supply of money</li> <li>• Monetary policy</li> <li>• Investment demand</li> </ul> <p><b>Learning Outcome: 4</b></p>
Aggregate supply, prices and adjustment processes	<ul style="list-style-type: none"> <li>• Aggregate supply and demand analysis</li> <li>• Price flexibility/inflation</li> <li>• Adjustment processes under different assumptions</li> </ul> <p><b>Learning Outcome: 4</b></p>
Inflation, expectations and credibility	<ul style="list-style-type: none"> <li>• Theories of inflation</li> <li>• Expectations and inflation</li> </ul> <p><b>Learning Outcome: 4</b></p>

<b>Related National Occupational Standards (NOS)</b>
<p><b>Sector Subject Area:</b> Marketing</p> <p><b>Related NOS:</b> CFAM3.3.1 Establish and maintain pricing policy for products/services</p>

<b>Assessment</b>
Global Assignment (100%)
<b>See also Section 3 above</b>



## 5.6. Introduction to Finance

<b>Title:</b>	Introduction to Finance
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<b>RQF code:</b>	R/502/8324	<b>Credits</b>	15	<b>Level</b>	4
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<b>Guided Learning Hours</b>	36 hours	<b>Total Qualification Time</b>	150 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Analyse the use of accounting in organisations	1.1 Identify the purposes of accounting 1.2 Compare and contrast financial and managerial accounting 1.3 Identify the needs of different users of financial statements
2. Prepare and analyse financial statements	2.1 Prepare simple balance sheets, income statements and cash flow statements 2.2 Account for current and non-current assets 2.3 Calculate depreciation using a number of methods 2.4 Review annual reports and draw valid conclusions
3. Examine the use of costs in organisations	3.1 Classify costs 3.2 Account for different types of cost 3.3 Calculate costs of production 3.4 Calculate the value of stock
4. Examine how accounting is used to support decision-making	4.1 Perform a break even analysis 4.2 Prepare a budget based on accounting information

<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course coverage</b>
Introduction to Accounting	<ul style="list-style-type: none"> <li>• An overview of accounting</li> <li>• Financial accounting</li> <li>• Users of financial statements</li> <li>• Types of business entity</li> <li>• Management accounting</li> <li>• Role of management accounting</li> <li>• Classifying and reporting costs</li> <li>• Budgetary information</li> <li>• Supporting decision making</li> </ul> <p><b>Learning Outcome: 1</b></p>
Financial Statements	<ul style="list-style-type: none"> <li>• The balance sheet.</li> <li>• The income statement.</li> </ul>

	<ul style="list-style-type: none"> <li>• The cash flow statements</li> <li>• Profits, gains and losses</li> <li>• Processing accounting data</li> <li>• The accounting equation</li> </ul> <p><b>Learning Outcome: 2</b></p>
Accounting Information for Trading Businesses	<ul style="list-style-type: none"> <li>• Accounting for a trading business</li> <li>• The production of financial statements</li> </ul> <p><b>Learning Outcome: 2</b></p>
Non-current Assets	<ul style="list-style-type: none"> <li>• Types of non-current assets</li> <li>• Depreciation methods</li> <li>• Accounting for depreciation</li> </ul> <p><b>Learning Outcome: 2</b></p>
Current Assets	<ul style="list-style-type: none"> <li>• Types of current asset</li> <li>• Accounting for</li> <li>• Inventory</li> <li>• Receivables</li> <li>• Prepayments</li> </ul> <p><b>Learning Outcome: 2</b></p>
Liabilities	<ul style="list-style-type: none"> <li>• Types of liabilities</li> <li>• Accounting for</li> <li>• Payables</li> <li>• Accruals</li> <li>• Provisions</li> <li>• Debt/loans</li> </ul> <p><b>Learning Outcome: 2</b></p>
Producing Financial Statements	<ul style="list-style-type: none"> <li>• A review of the accounts production process</li> <li>• Producing cash flow statements</li> <li>• An overview of the annual report</li> </ul> <p><b>Learning Outcome: 2</b></p>
Classification of Costs	<ul style="list-style-type: none"> <li>• Reasons for classifying costs</li> <li>• Direct and indirect costs</li> <li>• Variable and fixed costs</li> </ul> <p><b>Learning Outcome: 3</b></p>
Product Costs	<ul style="list-style-type: none"> <li>• Accounting for materials costs</li> <li>• Accounting for labour costs</li> <li>• Accounting for overheads</li> <li>• Overhead analysis sheets</li> <li>• Absorption bases</li> <li>• Calculating recovery rates</li> </ul> <p><b>Learning Outcome: 3</b></p>
Job Costing and	<ul style="list-style-type: none"> <li>• Job costing</li> </ul>

Stock Valuation	<ul style="list-style-type: none"> <li>• Basic accounting procedures</li> <li>• Valuation of stock</li> <li>• Introduction to marginal costing</li> <li>• Comparing Absorption and marginal costing.</li> </ul> <p><b>Learning Outcome: 3</b></p>
Short Term Decision Making	<ul style="list-style-type: none"> <li>• Short term decisions</li> <li>• Techniques</li> <li>• Break even analysis</li> <li>• CVP analysis</li> <li>• Decision contexts.</li> </ul> <p><b>Learning Outcome: 4</b></p>
Preparing a Budget	<ul style="list-style-type: none"> <li>• What is a budget</li> <li>• The budgeting process</li> <li>• Practical example</li> <li>• Behavioural aspects of budgeting</li> </ul> <p><b>Learning Outcome: 4</b></p>

Related National Occupational Standards (NOS)
<p><b>Sector Subject Area:</b> Accountancy</p> <p><b>Related NOS:</b> FSPFA3 Account for Income and Expenditure</p> <p>FSPFA5 Draft Financial Statements</p>

Assessment
Global Assignment (100%)
<b>See also Section 3 above</b>

## 5.7. Principles of Marketing

<b>Title:</b>	Principles of Marketing
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<b>RQF code:</b>	K/503/0225	<b>Credits</b>	15	<b>Level</b>	4
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<b>Guided Learning Hours</b>	48 hours	<b>Total Qualification Time</b>	150 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand key terms and concepts in marketing	1.1 Illustrate the role that marketing has to play in a business 1.2 Identify and analyse business foci and marketing orientations 1.3 Perform and analyse the result of a PESTLE analysis
2. Understand and apply the concepts associated with marketing mix	2.1 Identity and explain a number of marketing mixes 2.2 Relate the marketing mix to marketing planning
3. Understand the marketing of products and services	3.1 Differentiate between products and services 3.2 Explain how products and/or services can be marketed
4. Understand and apply marketing communication	4.1 Apply marketing communications to a range of scenarios 4.2 Apply a systematic approach to the development and assessment of marketing communications plan and strategy
5. Understand the relationship between sales and marketing	5.1 Explain the relationship between sales and marketing 5.2 Explain and apply supply techniques in a number of scenarios

<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course coverage</b>
What is Marketing?	<ul style="list-style-type: none"> <li>• Definition of Marketing: Marketing v Sales:</li> <li>• A background history to marketing;</li> <li>• Marketing organisational position in a modern business function: Marketing's role in business strategy and planning</li> </ul> <p><b>Learning Outcome: 1</b></p>

Business and Marketing Orientations	<ul style="list-style-type: none"> <li>• Marketing/Business Orientations</li> <li>• Product –Production – Sales</li> <li>• Marketing/Customer – Societal</li> </ul> <p><b>Learning Outcome: 1</b></p>
The Marketing Environment	<ul style="list-style-type: none"> <li>• Internal and External – Macro/Micro Marketing Environments</li> <li>• The Importance of Monitoring the external environment to a business</li> </ul> <p><b>Learning Outcome: 1</b></p>
The Marketing Mixes	<ul style="list-style-type: none"> <li>• The development of the 4P to 7P's marketing mix</li> <li>• The 4P + 3P mix; Why a 7P mix today?</li> </ul> <p><b>Learning Outcome: 2</b></p>
The Product	<ul style="list-style-type: none"> <li>• Define Product - Service - Not for Profit - 3rd Sector</li> <li>• Use of Marketing Mix as basis of marketing strategy and planning</li> </ul> <p><b>Learning Outcome: 3</b></p>
The Service	<ul style="list-style-type: none"> <li>• Growth of the service sector</li> <li>• The differences between marketing products and services</li> </ul> <p><b>Learning Outcome: 3</b></p>
Promotion and Marketing Communications	<ul style="list-style-type: none"> <li>• The move from Promotion to Marketing Communications</li> <li>• Promotion Mix v Marketing Communications mix</li> <li>• Marketing Communications v Media – Media Mix</li> <li>• Integrated and Co-ordinated Marketing</li> </ul> <p><b>Learning Outcome: 4</b></p>
Marketing Communications Theories and Models	<ul style="list-style-type: none"> <li>• Marketing Communication Planning Framework – MCPF: The Role of Marketing Communications: 'D.R.I.P'</li> <li>• Marketing Communication Strategy: Push/Pull/Profile</li> <li>• Plan using SOSTAC/SOSTACE - DAGMA</li> </ul> <p><b>Learning Outcome: 4</b></p>
Consumer and Business Buyer Behaviour	<ul style="list-style-type: none"> <li>• Factors affecting buyer behaviour</li> <li>• The difference in behaviour between consumers and businesses</li> <li>• The decision-making process</li> </ul> <p><b>Learning Outcome: 2</b></p>
The Sales Process	<ul style="list-style-type: none"> <li>• The marketing to sales interface</li> <li>• Transactional v Relationship Selling</li> <li>• The Ten Stage Sales Process</li> </ul> <p><b>Learning Outcome: 5</b></p>

Personal Selling Techniques	<ul style="list-style-type: none"> <li>• Sales Call Planning</li> <li>• Handling Sales Objections</li> <li>• Closing the Sale</li> <li>• Post Sales Support</li> </ul> <p><b>Learning Outcome: 5</b></p>
Self-Marketing	<ul style="list-style-type: none"> <li>• Developing Confidence</li> <li>• Answering the key questions?</li> <li>• What are your USP's?</li> </ul> <p><b>Learning Outcome: 5</b></p>

Related National Occupational Standards (NOS)
<p><b>Sector Subject Area:</b> Management and Leadership National Occupational Standards 2008</p> <p><b>Related NOS:</b> CFAMLF16 - Manage the development and marketing of products and services in your area of responsibility</p> <p>CFAMLF4 - Develop and implement marketing plans for your area of responsibility</p> <p>CFAM1.1.1 Map organisations within their current and future marketing environment</p> <p>CFAM1.1.3 Identify and monitor competitors' marketing strategies and activities</p> <p>CFASMA1.3V4.0 Develop understanding of theories and evidence about what might influence the behaviour of target groups</p> <p>CFAM2.1.3 Demonstrate the value of marketing to the organisation</p> <p>CFAM4.5.3 Implement sales promotion activity</p>

Assessment
Global Assignment (100%)
<b>See also Section 3 above</b>

## 5.8. Understanding Business Organisations

<b>Title:</b>	Understanding Business Organisations
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<b>RQF code:</b>	J/502/9275	<b>Credits</b>	15	<b>Level</b>	4
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<b>Guided Learning Hours</b>	36 hours	<b>Total Qualification Time</b>	150 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Evaluate various types of organisation	1.1 Compare and contrast the form, aims, objectives and operations of business organisations across a number of sectors
2. Evaluate various forms of organisational structure	2.1 Discuss the process of organisational development 2.2 Compare and contrast the mechanistic and organic forms of organisation structure 2.3 Analyse the competitive forces exerting influences on an organisation and its structure
3. Examine the process of organisational change	3.1 Compare and contrast types of organisational change 3.2 Discuss the steps in the change process for organisations 3.3 Assess the impact of resistance to change on organisational performance
4. Assess the use of communication in organisations	4.1 Analyse the barriers to effective communication 4.2 Examine the ways in which communication processes can help or hinder organisational performance
5. Examine how organisational performance is monitored	5.1 Discuss the control processes put in place in organisations 5.2 Compare and contrast the use of budgetary and non-budgetary methods of control
6. Evaluate the use of IT systems on the performance and structure of an organisation	6.1 Assess how the effective use of IT can impact upon organisational performance 6.2 Explain how the Internet and collaboration technologies have enabled new forms of organisation

Syllabus Content	
Topic	Course coverage
Different Types of Organisation	<ul style="list-style-type: none"> <li>Non-incorporated organisations, limited companies and other business organisations</li> </ul> <b>Learning Outcome: 1</b>
Organisational Structures	<ul style="list-style-type: none"> <li>Alternative forms of organisation structure</li> <li>Review advantages and disadvantages of the main types</li> </ul> <b>Learning Outcome: 1</b>
Mechanistic and Organic Forms of Organisational Structure	<ul style="list-style-type: none"> <li>Compare and contrast the features of mechanistic and organic forms of organisational structure</li> </ul> <b>Learning Outcome: 2</b>
Human Resource Management	<ul style="list-style-type: none"> <li>The impact of Human Resource Management (HRM) on organisational performance, and the key aspects of HRM</li> </ul> <b>Learning Outcome: 3</b>
Organisations and the Competitive Environment	<ul style="list-style-type: none"> <li>The main sets of forces exerting influences on organisations</li> <li>Tools to analyse the competitive environment</li> </ul> <b>Learning Outcome: 2</b>
Change in Organisations	<ul style="list-style-type: none"> <li>The motivations for organisational change, the types of change that can be introduced and the impact of organisational culture on potential change</li> </ul> <b>Learning Outcome: 3</b>
Implementing and Managing Organisational Change	<ul style="list-style-type: none"> <li>The steps in the change process, resistance to change and managing change successfully</li> </ul> <b>Learning Outcome: 3</b>
Effective Communication in Organisations	<ul style="list-style-type: none"> <li>Different types of communication channels, advantages and disadvantages of each, and selecting the appropriate communication medium</li> </ul> <b>Learning Outcome: 4</b>
Monitoring Organisational Performance – Financial & Budgetary Control	<ul style="list-style-type: none"> <li>The importance of financial results and budgetary control in evaluating organisational performance</li> </ul> <b>Learning Outcome: 5</b>
Optimising Organisational Performance – Quality and Operational Measures	<ul style="list-style-type: none"> <li>The use of quality control, Total Quality Management (TQM) and operational systems</li> </ul> <b>Learning Outcome: 5</b>



The IT Environment Within Business	<ul style="list-style-type: none"> <li>The use of technology within the organisation for enhancing business activities, decision making and operations</li> </ul> <p><b>Learning Outcome: 6</b></p>
New Organisational Structures and Opportunities Through IT	<ul style="list-style-type: none"> <li>The use of evolving networking, eCommerce and social media technologies within organisations, and their impact on organisational structures and ways of working</li> </ul> <p><b>Learning Outcome: 6</b></p>

Related National Occupational Standards (NOS)
<p><b>Subject Sector Area:</b> Business and Administration (2013)</p> <p><b>Related NOS:</b> CFABAA111 Respond to change in a business environment;</p> <p><b>Subject Sector Area:</b> NOS for Operational Delivery Processing roles</p> <p><b>Related NOS:</b> SFJPA1.5 Manage and evaluate an information system.</p>

Assessments
Global Assignment (100%)
<b>See also Section 3 above</b>

## 6. Results and Certificates

The grade descriptors Pass, Merit and Distinction are awarded by Unit to successful candidates. A Pass is awarded for an overall Unit mark of between 40 and 59. A Merit is awarded for an overall Unit mark of between 60 and 69 and a Distinction is awarded for an overall Unit mark of 70 and above. Candidates who obtain an overall Unit mark of below 40 are classed as failed in the Unit and may resit.

A final qualification mark will be awarded upon successful completion of all units. This is calculated by finding the average mark of all units that make up the qualification. Please note that in exceptional circumstances, NCC Education may be required to change the algorithm to calculate a final qualification mark for a learner in order to secure the maintenance of standards over time. Any necessary changes to this algorithm would be shared with Centres and learners promptly by NCC Education.

Grade Descriptors incorporate characteristics intended to provide a general indication of assessment performance in relation to each Unit's Learning Outcomes in this specification. The final Unit grade awarded will depend on the extent to which a candidate has satisfied the Assessment Criteria. A qualification is awarded when the candidate has achieved at least a pass in all Units.

After each assessment cycle, results slips are issued (in electronic format) which detail the grades achieved, i.e. Failed, Pass, Merit or Distinction (see *Appendix 2*). Certificates which contain your qualification grade and pass mark are then dispatched to Centres.

## 7. Further Information

For more information about any of NCC Education's products please contact [customer.support@nccedu.com](mailto:customer.support@nccedu.com) or alternatively please visit [www.nccedu.com](http://www.nccedu.com) to find out more about our suite of high-quality British qualifications.

## Appendix 1 Qualification Documentation

The following NCC Education documentation has been referred to in this specification:

- Reasonable Adjustments and Special Considerations Policy
- Examination Guidelines
- Marking and Moderation Manual
- Activity Schedule
- Operations Manual

All documentation, together with access to NCC Education's online resources, is available to Centres and (where applicable) candidates who have registered for assessment.

## Appendix 2 Grade Descriptors

The grade descriptors Pass, Merit and Distinction are awarded to successful candidates. The following are characteristics intended to provide a general indication of assessment performance in relation to each Learning Outcome in this specification. The final grade awarded will depend on the extent to which a candidate has satisfied the Assessment Criteria overall.

### Grade descriptors for Business Mathematics

Learning Outcome	Pass	Merit	Distinction
<b>Use a range of mathematical and statistical techniques and concepts</b>	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
<b>Describe and summarise data</b>	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.
<b>Apply the laws of probability to a range of scenarios</b>	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
<b>Use data for the purposes of forecasting</b>	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.

## Grade descriptors for Communications for Business

Learning Outcome	Pass	Merit	Distinction
<b>Prepare business messages and reports</b>	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
<b>Present quantitative data to convey information</b>	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.
<b>Deliver effective presentations</b>	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
<b>Contribute to business meetings</b>	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.

<b>Understand theories of working in teams</b>	Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.	Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.	Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.
<b>Use non-verbal skills and listen effectively</b>	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.

## Grade descriptors for eBusiness

Learning Outcome	Pass	Merit	Distinction
<b>Analyse eCommerce business models</b>	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
<b>Analyse eCommerce business-to-consumer strategies</b>	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.
<b>Analyse eCommerce business-to-business strategies</b>	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.
<b>Evaluate various forms of online marketplace</b>	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.

<b>Examine the security threats posed to eCommerce users</b>	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
<b>Understand how to plan eCommerce strategies</b>	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.



## Grade descriptors for Essentials of Management

Learning Outcome	Pass	Merit	Distinction
<b>Analyse the function of management</b>	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
<b>Examine the management decision-making process</b>	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
<b>Assess the use of management and organisational strategies</b>	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
<b>Analyse how management can influence individual and group performance</b>	Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.	Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.	Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.

<p><b>Examine theories of leadership and control</b></p>	<p>Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.</p>	<p>Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.</p>	<p>Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.</p>
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## Grade descriptors for Fundamentals of Economics

Learning Outcome	Pass	Merit	Distinction
<b>Apply the basic tools of microeconomics and the theories of demand and supply</b>	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
<b>Analyse the various forms of market structure</b>	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
<b>Analyse the key components of macroeconomics</b>	Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.	Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.	Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.

<p><b>Examine the monetary policy and its effect on the economy</b></p>	<p>Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.</p>	<p>Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.</p>	<p>Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.</p>
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## Grade descriptors for Introduction to Finance

Learning Outcome	Pass	Merit	Distinction
<b>Analyse the use of accounting in organisations</b>	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.
<b>Prepare and analyse financial statements</b>	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
<b>Examine the use of costs in organisations</b>	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
<b>Examine how accounting is used to support decision-making</b>	Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.	Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.	Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.

## Grade descriptors for Principles of Marketing

Learning Outcome	Pass	Merit	Distinction
<b>Understand key terms and concepts in marketing</b>	Can adequately Identify, adapt and use appropriate skills, methods and procedures to reach appropriate solutions.	Can soundly identify, adapt and use appropriate skills, methods and procedures to reach supported and appropriate solutions.	Can coherently identify, adapt and use appropriate skills, methods and procedures to reach well supported and highly appropriate solutions.
<b>Understand and apply the concepts associated with marketing mix</b>	Provides consistent interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides critical interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides consistently critical interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.
<b>Understand the marketing of products and services</b>	Demonstrates adequate ability to review the effectiveness and appropriateness of actions methods and results	Demonstrates sound ability to review the effectiveness and appropriateness of actions methods and results	Demonstrates comprehensive ability to review the effectiveness and appropriateness of actions methods and results
<b>Understand and apply marketing communication</b>	Provides consistent interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides critical interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides consistently critical interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.
<b>Understand the relationship between sales and marketing</b>	Has adequate awareness of different perspectives or approaches within the area of study	Has sound, informed awareness of different perspectives or approaches within the area of study	Has comprehensive, well-informed awareness of different perspectives or approaches within the area of study

## Grade descriptors for Understanding Business Organisations

Learning Outcome	Pass	Merit	Distinction
<b>Evaluate various types of organisation</b>	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
<b>Evaluate various forms of organisational structure</b>	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
<b>Examine the process of organisational change</b>	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.
<b>Assess the use of communication in organisations</b>	Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.	Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.	Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.
<b>Examine how organisational performance is</b>	Can adequately identify, adapt and make use of a sufficient range of techniques and	Can appropriately identify, adapt and make use of a range of techniques and information sources within	Can consistently identify, adapt and make use of a comprehensive range of techniques and information

<b>monitored</b>	information sources within an array of contexts.	an array of contexts with depth that goes beyond the minimum to pass.	sources within an array of contexts with depth.
<b>Evaluate the use of IT systems on the performance and structure of an organisation</b>	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.